

Summer Academy UNIT OF STUDY

Incorporating Literacy in Classroom Behavior	
Unit Title Length of Delivery of Unit Team Members	<input checked="" type="checkbox"/> Incorporating Literacy in Classroom Behavior <input checked="" type="checkbox"/> Ruth DeBellis, Robin Muirhead, Sheryl Coats, Ann Gardner, Lucy Moker, Grace Boehm, Nancy Shopp
Unit Objective or Purpose:	<input checked="" type="checkbox"/> Students should be able to: <ol style="list-style-type: none"> 1. Demonstrate and regularly practice attentive listening. 2. Share appreciations to support a positive learning environment. 3. Practice the right to pass, but participate in the learning community in a positive manner. <input checked="" type="checkbox"/> Recognize and practice mutual respect. <input checked="" type="checkbox"/> Exhibit stamina and focus. <input checked="" type="checkbox"/> Demonstrate responsibility through independent learning and organization. <input checked="" type="checkbox"/> Recognize and engage in three types of reading: read pictures, read words, and retell familiar text
Academic Goals & Standards: (Locate standards on the district web site: Click on District Dept Click on Curriculum Click on Academic Goals And Standards – left side column listed by grade levels)	<input checked="" type="checkbox"/> What state standards are targeted in this unit of study? English Language Arts - Standard A - Performance Standards Grade 4 A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience. Social Studies, Standard E: Behavioral Science Performance Standards - Grade 4 E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

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Academic Goals & Standards (continued): (Locate standards on the district web site: Click on District Dept Click on Curriculum Click on Academic Goals And Standards – left side column listed by grade levels)	<p>E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture</p> <p>E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior</p> <p>E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions</p> <p>E.4.9 Explain how people learn about others who are different from themselves</p> <p>English Language Arts - Standard C: Oral Language Performance Standards - Grade 4</p> <p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <p>C.4.2 Listen to and comprehend oral communications.</p> <p>C.4.3 Participate effectively in discussion.</p> <p><input checked="" type="checkbox"/> What essential knowledge and skills will students acquire as a result of this unit?</p> <p><input checked="" type="checkbox"/> What should they eventually be able to do as a result of such knowledge and skill?</p> <p>Essential Knowledge and Skills:</p> <p>GOAL A – COMPUTER</p> <p>Use computers to acquire, organize, analyze and communicate information.</p> <ol style="list-style-type: none"> 1. Operate computer hardware and software <ol style="list-style-type: none"> a. locate the keyboard On/Off switch b. print a hard copy of project c. use headphones

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Academic Goals & Standards (continued): (Locate standards on the district web site: Click on District Dept Click on Curriculum Click on Academic Goals And Standards – left side column listed by grade levels)	<p>GOAL C - ORAL LANGUAGE</p> <p>Listen to understand and speak clearly and effectively for diverse purposes.</p> <ol style="list-style-type: none"> 2. Listen to and comprehend oral communications <ol style="list-style-type: none"> a. apply the rules of good listening as part of an audience including showing respect toward a speaker 3. Participate effectively in discussion <ol style="list-style-type: none"> a. volunteer relevant information, ask relevant questions, and answer questions directly b. use appropriate eye contact and other nonverbal cues c. respond politely to others d. ask questions when help is needed <p>GOAL D - LANGUAGE</p> <p>Apply their knowledge of the nature, grammar, and variations of American English.</p> <ol style="list-style-type: none"> 1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication 2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English <ol style="list-style-type: none"> a. learn to communicate effectively in commonly occurring situations

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Academic Goals & Standards (continued): (Locate standards on the district web site: Click on District Dept Click on Curriculum Click on Academic Goals And Standards – left side column listed by grade levels)	GOAL A – READING / LITERATURE Read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others. 2. Read, interpret, and critically analyze literature e. from a variety of reading materials such as fairy tales, fables, and narratives understand plots, make predictions, and relate to prior knowledge and experience 3. Read and discuss literary and nonliterary texts in order to understand human experience c. select a variety of materials to read for discovery, appreciation, and enjoyment, and connect them to prior knowledge and experience
Connection to district curriculum: (Briefly describe how existing curriculum will be enhanced through this project.)	The Reading and Language Arts Curriculum as well as the Social Studies Curriculum will be enhanced by the First Steps literacy focus. Established routines in the classroom will allow educators to implement more curriculum. Students will be more engaged; therefore, students will retain more content and be in control of their own learning.
BRIEFLY highlight how each of the five strands are represented in the unit. Literacy, Tech Tools, Differentiation, Assessment, Information Literacy	Plan: <input checked="" type="checkbox"/> What learning experiences and instruction will enable students to acquire the knowledge and skill? <input checked="" type="checkbox"/> Do you have each of the five Academy strands included in the learning plan? Implement flexible pacing by developing anchor charts and anchor activities , such as: sustained reading to self, partner reading, and listening to reading. (D) Implement student learning based on readiness, interest, and learning styles by matching content of reading by varying the levels of complexity and pace. Using diverse activities that provide opportunities to learn process .

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BRIEFLY highlight how each of the five strands are represented in the unit. Literacy, Tech Tools, Differentiation, Assessment, Information Literacy	<p>Finally, provide differentiated choices, that support products (just right books) that highlight areas of strength and work on individual needs. (D)</p> <p>With regards to literacy, develop elements of Rigor, Relevance, and Relationships. (D)</p> <p>Develop elements of Relatedness, Respect, and Responsibility. (L)</p> <p>Facilitate the students' ability to:</p> <ol style="list-style-type: none"> 1. articulate clearly during partner and/or group activities.(D) (A) 2. utilize social skills while participating in partnering and/or group activities.(D) (A) 3. interact easily with others by readily participating in partnering and/or group activities.(D) (A) 4. demonstrate flexibility by expressing a variety of responses when participating in partnering and/or group activities.(D) (A) <p>Access a reading website and evaluate various ebooks. (I)</p> <p>Describe reading behaviors from digital images. (T)</p> <p>A=Assessment D=Differentiation I=Information Literacy Skills T=Tech Tools L=Literacy</p>